

**Indiana Department of Education
School Improvement Summit
March 20, 2018
Technical Assistance Partner Profile**

Background

Organization name: Insight Education Group, Inc.

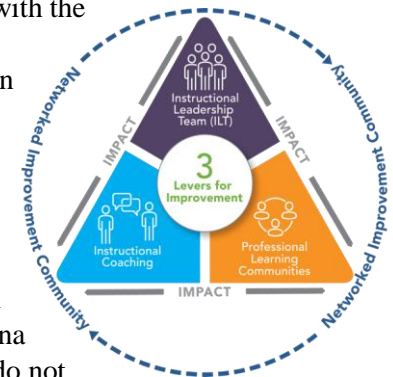
Organization address: 16130 Ventura Blvd, Suite 300, Encino, CA 91436

Organization contact person, contact email, and phone number: Contact Person: Anissa Dickerman, Ph.D., Email: Dickerman@insighteducationgroup.com, Phone: 1-800-935-7022

Organization mission: Insight is an international educational organization of practitioners committed to supporting state, district, school, and classroom leaders and their work to increase student achievement.

Approach

Describe your organization's school improvement services: Insight's support offerings are based on over 18 years of development, implementation, and evaluation in hundreds of chronically underperforming schools. Insight is comprised of practitioners who stand shoulder to shoulder with local leaders to "do" the work and not just talk about it. We blend our experience with the latest, evidence-based research in the field. Sustained improvement requires *alignment* up and down an entire system and *efficiency* by tapping into proven improvement processes. Insight ensures alignment by paying attention to the unique district and school context within which we are working. Once that context is understood, we work within it to identify similar classrooms and schools that have successfully managed improvement and leverage their experiences to realize efficiencies. Schools and school leaders should not be isolated in this work, so schools collaborating with Insight may participate in a broader Networked Improvement Community with similar schools in Indiana as well as other states. Further, our experience has shown that schools often do not lack programs or supports but rather systems to ensure implementation of a limited number of highly impactful initiatives; "do fewer things but do them well" is one of our guiding principles. Based on both experience and research, Insight focuses support at the school level primarily on three systems (or levers) to have the greatest impact on student achievement:



1. TRACTION for School Improvement (TSI): The role of the principal with its ever-growing responsibilities and expectations is too expansive and complex for one individual working in isolation to fulfill. TSI is a distributive leadership model that utilizes a team-based approach for improving student outcomes. TSI equips Instructional Leadership Teams with meeting structures, facilitation techniques, and individual/group accountability to support the school's goals. Instructional Leadership Teams implementing TSI receive an up-front two-day training; a TSI Playbook with templates, tools, resources, and videos; and, most importantly, can be connected to other school leadership teams through a Networked Improvement Community approach to share resources, strategies, coaching, etc. TSI provides schools with focus on a realistic number of high-leverage improvement efforts; consensus-building and alignment of efforts to school improvement plans; meeting structures that result in shared ownership and accountability; and monitoring tools that result in short wins and long-term improvement. TSI ensures that schools successfully execute short- and long-term goals in a strategic manner.

2. Supporting Teacher Effectiveness Project (STEP): STEP is an asset-based Professional Learning Community (PLC) model. PLCs are not new to education but they are often negatively framed in a largely deficit approach (with an emphasis on what's not working). Additionally, PLCs tend to support only the limited number of participants in the PLC without a structure for scaling solutions across an entire school. STEP addresses both of these limitations to PLCs by offering an asset-based approach to

collaboration that results in tested instructional strategies that work in multiple contexts (e.g. across grades and content areas). STEP was co-developed with the Gates Foundation, has been implemented internationally, and is grounded in the research of positive deviance and improvement science. Insight provides a facilitator boot-camp, customized school support, and a playbook full of facilitation strategies that teacher leaders use to become STEP facilitators. While the culture and climate of underperforming schools is often a challenge, STEP's focus on assets or "bright spots" within each building reframes the conversation to create a more collaborative and positive school environment which impacts teacher retention and student growth.



3. Job-embedded Instructional Coaching: A recent meta-analysis of 60 studies on professional development (PD) by researchers at Harvard and Brown universities indicates that the PD with the highest impact on student achievement is one-to-one instructional coaching (Blazer, Hogan, Kraft, 2017). However, according to the study, the coaching must also be individualized, intensive, sustained, and context-specifically focused. Insight's third lever for support is a focus on instructional coaching. Insight works hands-on with school leaders to calibrate around effective coaching and create a logical system to provide content-specific and differentiated coaching for educators. Our coaches are former teachers and leaders who attend to the content and pedagogical needs of teachers and the context within which they are teaching. Insight's *Coaching for Change* Playbook provides the resources and support tools for schools to implement a system of coaching for all educators in the building.

Describe how your organization differentiates its services to meet the unique needs of districts and schools: Insight does not implement or support "programs" within schools but rather works with schools to create more effective systems to implement the necessary programs. Insight differentiates services to examine the unique needs of districts and schools in Indiana and customizes a plan to address those needs collaboratively with the Indiana Department of Education. Insight's team has over a decade of experience working specifically with underperforming schools in Indiana.

In 2017, Insight was awarded a Teacher and School Leader Incentive Grant from the US Department of Education for our Empowering Educators to Excel (E3) program, a partnership that provides 47 schools in Delaware, Indiana, South Carolina, and Texas the opportunity to work together in a networked improvement community (NIC) context. Any additional Indiana schools and districts who partner with Insight would have the opportunity to join our existing networked improvement community to benefit from shared research-based supports and resources.

Describe the attributes of your organization's ideal partner district and/or school: In order to implement necessary change at the building level, leaders must have an "infectious growth mindset;" they must recognize they will not have all of the answers, and be willing to embrace the vulnerability of being the "lead learner" (Fullan 2014) in the building. Additionally, the building leader should recognize the enormity of the challenge ahead and engage other formal and informal leaders in the building.

Impact

Describe your organization's track record of dramatically improving schools or systems and/or radically increasing outcomes for targeted subgroups of students: Insight has helped one district become the most improved in the country as measured by NAEP scores from 2008-2014. In another district, over 30 individual schools improved so dramatically that they exited the state takeover/watch list; graduation rates across the district improved consistently after over a decade of stagnation or decline; and ELA and math proficiency scores increased across the district for the first time after over a decade of stagnation or decline. Another Insight partner district achieved three times higher passage rates for coordinate Algebra than the state average following our work with their schools.